

# Links & Letters

7

**Autonomy in second  
language learning**



Universitat Autònoma de Barcelona

**Servei de Publicacions**

## Links & Letters

Links & Letters / Departament de Filologia Anglesa i de Germanística. — Núm. 1 (1994)- . — Bellaterra [Barcelona] : Servei de Publicacions de la Universitat Autònoma de Barcelona, 1994- . — 23 cm

Títol relacionat: Anuari d'anglès = ISSN 0212-9272

ISSN 1133-7397

I. UNIVERSITAT AUTÒNOMA DE BARCELONA. Departament de Filologia Anglesa i de Germanística

II. Links and Letters

III. Anuari d'anglès

1. Literatura anglesa — Història i crítica — Revistes

2. Anglès — Revistes

802.0(05)

## Editor

David Prendergast

## Executive committee

Felicity Hand

Josep Maria Jaumà

Melissa G. Moyer

Sara Martín

## Editorial Consulting Board

Language and Linguistics

Susan Ervin-Tripp

University of California, Berkeley

Charles Fillmore

University of California, Berkeley

Olga Fischer

University of Amsterdam

Braj B. Kachru

University of Illinois at Urbana

Pieter Muysken

University of Amsterdam

John Ohala

University of California, Berkeley

John Rickford

Stanford University

Neil Smith

University of London

Andrew Spencer

University of Essex

Peter Trudgill

University of Lausanne

Maite Turell

Universitat Pompeu Fabra

Jef Verschueren

University of Antwerp

Literature and Culture

David Dabydeen

University of Warwick

Fernando Galván

Universidad de Alcalá de Henares

Walter Höbling

University of Graz, Austria

David Olive

Manchester Metropolitan University

Nicole Rowan

University of Ghent

Lois Rudnick

University of Massachusetts

Justine Tally

University of La Laguna

Christopher Worth

Monash University

## Manuscripts for publication

Manuscripts, and book reviews should

be sent to the Editor, *Links & Letters*

Universitat Autònoma de Barcelona

Departament de Filologia Anglesa i

de Germanística

Edifici B.

08193 Bellaterra (Barcelona). Spain

dprendergast@seneca.uab.es

## Exchanges

Universitat Autònoma de Barcelona

Servei de Biblioteques

Secció d'Intercanvi de Publicacions

08193 Bellaterra (Barcelona). Spain

Tel. 93 581 11 93

Individual authors are responsible for  
the content of their articles

## Administration

Universitat Autònoma de Barcelona

Servei de Publicacions

08193 Bellaterra (Barcelona). Spain

sp@uab.es

## Cover Design

Loni Geest & Tone Høverstad

## Editing and Impression

Universitat Autònoma de Barcelona

Servei de Publicacions

08193 Bellaterra (Barcelona). Spain

sp@uab.es

ISSN 1133-7397

Dipòsit legal: B. 9194-1994

Printed in Spain

Acid-free paper

**Links & Letters is indexed in:** MLA International Bibliography; Annotated Bibliography of English Studies (ABES); Annotated Bibliography of English Language and Literature (ABELL); Year's Work in English Studies (YWES).

All rights reserved. Except for the table of contents no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form without prior written permission from the publisher.

---

# Contents

Links & Letters

Núm. 7, p. 1-239, 2.000, ISSN 1133-7397

The key words given are free terms.

Reproduction of the index and the abstracts is permitted.

7-9 **Mia Victori** (Issue editor)  
Foreword

## Articles

13-27 **Manchón, Rosa María** (Universidad de Murcia)  
Fostering the autonomous use of communication strategies in the foreign language classroom. *Links & Letters*, 2000, no. 7, p. 13-27.

This paper offers a critical interpretation in the light of the research on learner training of both the proposals suggesting a beneficial effect of training L2 learners in the use of Communication Strategies, and the suggestions concerning how to implement such training.

**Key words:** Autonomy, Communication Strategies, Learner Training, Strategy.

29-48 **Lynch, Tony** (University of Edinburgh)  
The thick end of the wedge: encouraging autonomous learning by advanced-level ESL university students. *Links & Letters*, 2000, no. 7, p. 29-48.

This paper discusses a project to develop independent language learning materials for relatively advanced users of English at the University of Edinburgh. The materials are intended to highlight the opportunities they have as university students to enhance their progress as language learners.

**Key words:** English for Academic Purposes, Learner Autonomy, Learner Training, Materials Design.

49-60 **Gardner, David** (University of Hong Kong)  
Self-assessment for autonomous language learners. *Links & Letters*, 2000, no. 7, p. 49-60.

Self-assessment enhances individualisation but is not without difficulties; however, the benefits are shown to outweigh the pitfalls when carefully managed. The value of generic assessments is discussed as are the varying levels of learner involvement and the changing roles of teachers.

**Key words:** Autonomy, Generic Assessments, Self-assessment, Self-monitoring, Self-testing, Teachers' Roles.

- 61-80 Hurd, Stella** (Open University, United Kingdom)  
Distance language learners and learner support: beliefs, difficulties and use of strategies. *Links & Letters*, 2000, no. 7, p. 61-80.  
An investigation is made of the special situation of distance language learners, their perceptions of language learning and themselves as learners, the strategies they adopt to cope with learning at a distance, and the role of metacognition.  
**Key words:** Autonomy, Distance Learning, Language Learning Strategies, Metacognition.
- 81-93 Aldred, Deborah** (University of Hong Kong)  
**Williams, Gareth** (Christchurch College of English Language, New Zealand)  
The need for a focused approach: a case study. *Links & Letters*, 2000, no. 7, p. 81-93.  
The use of quantitative and qualitative data provides the framework for decisions regarding changes in a self-access programme to ensure successful learning experiences. This need for a focused approach is argued for so that students and teachers can realise their respective roles within the concept.  
**Key words:** Activities, Evaluation, Learner Contracts, Learner Training, Open-access, Self-access.
- 95-109 Serra, Oscar** (Universitat de Barcelona)  
Integrating a self-access system in a language learning institution: a model for implementation. *Links & Letters*, 2000, no. 7, p. 95-109.  
A model is presented of the different tasks that need to be accomplished for a self-access system to be integrated effectively in a language learning institution. These tasks involve teachers and counsellors, librarians, technicians and managers as well as the figure of a 'self-access system co-ordinator'.  
**Key words:** Learner Autonomy, Self-access Centre, Self-access Learning, Staff, Self-instruction.
- 111-126 Mozzon-McPherson, Marina** (University of Hull)  
An analysis of the skills and functions of language learning advisers. *Links & Letters*, 2000, no. 7, p. 111-126.  
The notions of independent learning and self-access are analysed in this article in relation to changes in roles and needs pertaining to learners and staff development. An emerging profession comes to the fore: the language learning adviser. Functions, skills and tools required by this role are examined, and future, potential and professional developments highlighted.  
**Key words:** Advising, Independent Learning, Learner Autonomy, Learning Support, Self-access.

## Miscellany

### Articles on SLA

- 129-143 **Block, David** (Institute of Education, University of London)  
Revisiting the gap between SLA researchers and language teachers.  
*Links & Letters*, 2000, no. 7, p. 129-143.

This paper first examines the gap between the interests and concerns of SLA researchers and those of language teachers before exploring why this gap exists. There is then discussion of four ways in which the gap might be closed before concluding that their application is not unproblematic.

**Key words:** SLA Research, Sociology of Academic Life, Teacher Development.

- 145-161 **Kecskes, Istvan** (State University of New York)  
Conceptual fluency and the use of situation-bound utterances in L2. *Links & Letters*, 2000, no. 7, p. 145-161.

Using the results of a survey conducted with non-native speakers (NNS) and native speakers of English, the paper argues that when selecting situation-bound utterances in L2 NNSs rely not only on their L2 proficiency but also on their socio-cultural judgements shaped by their L1-dominated conceptual base.

**Key words:** Conceptual Fluency, Common Underlying Conceptual Base, Learner Strategies, Metaphorical Competence, Situation-Bound Utterances.

## Interview

- 165-180 Views on self-access language learning.  
A talk with Leslie Dickinson, Lindsay Miller, Gill Sturtridge and Radha Ravindran. Edited by Mia Victori, Universitat Autònoma de Barcelona. *Links & Letters*, 2000, no. 7, p. 165-180.

## Annotated Bibliography

- 183-200 **Victori, Mia**. (Universitat Autònoma de Barcelona)  
A selected and annotated bibliography on autonomy in L2 language learning. *Links & Letters*, 2000, no. 7, p. 183-200.

## Book Reviews

*On autonomy in L2 language learning*

- 203-205 David Gardner and Lindsay Miller. *Establishing self-access: from theory to practice*. (By Felicity O'Dell. Freelance scholar)
- 205-208 Andrew Cohen. *Strategies in learning and using a second language*. (By John Bradbury, Universitat Autònoma de Barcelona)

- 208-210 Phil Benson and Peter Voller (eds.). *Autonomy & independence in language learning*. (By Montse Martínez. Universitat Autònoma de Barcelona)
- 211-213 Michael D. Bush and Robert M. Terry (eds.). *Technology-enhanced language learning*. (By Kathleen O'Brien de Ramírez. University of Arizona)
- 213-215 Leni Dam. *Learner autonomy 3: from theory to classroom practice*. (By Anthony Nicholson. Ajuntament de Barcelona)

### *On Language Acquisition*

- 216-218 Neil Smith and Ianthi-Maria Tsimpli. *The mind of a savant: language learning and modularity*. (By Ana María Morillas. Universitat Autònoma de Barcelona)
- 218-220 Alessandro Duranti. *Linguistic anthropology*. (By Susana Cortés. Universitat Autònoma de Barcelona)

### 221-233 **Notes and News**